



EXHIBIT 12
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Great Falls Public Schools

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Thank you for the opportunity to speak with you regarding the power of the Jobs for Montana's Graduates (JMG) program. My name is Yenta Jaques. I teach business at Paris Gibson Education Center in Great Falls, Montana. This is my eighth year of teaching business and my first year teaching JMG. I was selected to teach the class because of my ability to develop and foster relationships with students as well as the program being a natural fit with the business curriculum I already teach. I am thrilled to have been given this tremendous opportunity as this is by far the most powerful, influential, real-world, life changing class that I have ever taught.

JMG has provided another hook to keep students engaged in school and passionate about learning leadership, civic, social and career skills. The class is driven by student interest and projects are selected, planned and implemented by students with guidance and direction as needed from me. I have watched my students blossom since the beginning of the year when we started the program. My students tell me they have developed the following skills as a result of one semester in the JMG program:

What JMG has done for me?

I've learned to stand up more for what I believe in. I have developed better communication and leadership skills. I feel like I can take on any challenge that comes my way. NJ
Confidence, joy, teamwork skills, inspiration, and work place skills. JM
GNAP introductions (provide your greeting, name, association and purpose)! How to work on projects as a group. How it's important to work in the community. MB
How much volunteer work impacts a community. PM
I've learned how to work as a group to accomplish a project or goal. BL
GNAP and I'm more friendly. HF
General business skills and time management. AG
Confidence, leadership skills and understanding what a family is outside of real family. KB
Knowledge about my potential for the future and life skills. CW
Leadership skills, career readiness, the type of work environment I want and community responsibility. CB

I would agree whole-heartedly with the above statements from some of my 15 students. I texted my students last night as I was preparing to speak with you and was thrilled to hear that they recognize the many life skills I see them developing as a result of their active participation in JMG. At the end of the day, these are the skills that I hope my students leave school with as these are the skills that will guide them in their next step.

This year our class has focused on a variety of civic responsibilities. We are working with a school in Nairobi, Africa, have distributed fliers for a food drive, helped at Family Fit Night at a local elementary, gave blood at the school blood drive, contacted the local shelter to schedule a tour and volunteer opportunities, contacted the humane society to inquire about their needs, and are helping with a fundraiser for a cancer benefit. Students have in large part selected these opportunities and coordinated many of the efforts to make these experiences a success. This student lead method creates a tremendous amount of buy in from students. Giving students the power and tools is the premise of the class. As educators, we sometimes think we're there to do all the teaching, when really our students have the potential to learn as much or more from each other.

The JMG staff has provided me with the resources, training, materials and money to execute this class and provide meaningful learning for my students. The curriculum is tested, fun and engaging. The grant money provided helps to offset the costs incurred when sending students to leadership training and career development competitions. Students and staff are able to network at these trainings where students develop additional skills and staff share ideas and problem solve. This year during the fall Leadership Conference I watched as a room full of 300 high school students dressed for success while engaging with strangers from across the state to build relationships and break down barriers. I might add I did not see a single student text, check Facebook or tweet during hours of training. That's a pretty impressive display of student engagement if you ask me.

In a perfect world, I would love to hire another business teacher at my school so I could focus my efforts on this class. The demand for JMG has spread quickly at my school and I would love to offer the class to more students. I feel that this class has the power to change student outlook and therefore their outlook on the future. To continue to offer this high caliber learning opportunity to students, we need continued support from the tremendous JMG staff at the Department of Labor. Please consider the limitless benefits this class has to offer a rewarding investment that pays dividends in the lives of students. You are welcome to stop by my classroom anytime and see first-hand the power of JMG. Thank you for your time and consideration.